

School: Crook County Middle School

Course Title: 8th Grade Social Science

Instructor's Name: Jennifer O’Gorman; Roger Martin

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Semester I & II

Course Description: Students will study U.S. history from the American Revolution through the Reconstruction. This course will also cover U.S. Geography, Government, and Economics. This class will also focus on reading, writing, and critical thinking skills.

Learning Standards (Critical Content Power Standards)

- Compare and contrast the Articles of Confederation to the U.S. Constitution.
- Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.
- Examine and analyze important United States and Oregon documents.
- Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.
- Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- Analyze the role of competition, supply, and demand in determining prices, wages, services, labor credit, taxes, tariffs, and foreign currencies.
- Investigate how economic decisions affect the well-being of individuals within a group, business, and society.
- Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.

- Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780's through Reconstruction.
- Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.
- Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as the other historically persecuted individuals in the United States in the modern era.
- Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- Synthesize information and data to construct an account of historical events that includes multiple perspectives.
- Critique and analyze information for point of view, historical context, distortion, bias, propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.
- Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Materials:

Texts: United States History: Beginnings to 1877 (Houghton Mifflin Harcourt Publishing Company)

Film, Videos/ Other Electronic Media:

Stanford Education Group: Reading Like a Historian resources; Mini-Q's in American History (The DBQ Project); Mission-US (www.mission-us.org); Lewis & Clark: Great Journey West (National Geographic Video); The Lessons of Glory (Kodak company); Google Earth; CNN Student News; PBS teacher resources; Freedom: A History of US (www.pbs.org/historyofus) The Blue and The Gray miniseries (Columbia Picture) America the Story of US (The History Channel); Ruby Bridges (The Wonderful World of Disney)

Novels:

Others (Articles etc.):

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Citizenship (Behavior Expectations)

Attendance

Participation

- take part in classroom discussion
- complete all assignments, projects, presentations

Behavior

- Follow all rules and procedures

Evaluation (grading)

Grades may be comprised from scores in any of the following:

Daily Assignment/Homework

Projects

Presentations

Quizzes

Exams

Essays

Etc.

Grading Scale

90-100 %=A 80-89%=B 70-79%=C 60-69=D 59% and below=

Makeup Policy

Students have one day for each day absent to turn in makeup work for full credit. Late work will be accepted for reduced points.

Extra Credit Policy

Extra credit may occasionally be available, but students will not be able to use extra credit to replace missing assignments or tests.